



January - March
2009

Education Reform Program

Quarterly Report

S.0.22

Sustained Improvements in Student Learning Outcomes (SILO)

SUBMITTED TO:
U.S. Agency for International Development / Egypt

SUBMITTED BY:
American Institutes for Research

WITH:
Education Development Center, Inc.
World Education

Cooperative Agreement No. GDG-A-00-03-00006-00

Section B:

ERP Quarterly Report Quantitative Table of Results and Outputs

1 January - 31 March 2009, Quarters, Semester, and Life of Project

Concept or Purpose	Indicator	Oct-Dec 2008 Quarter Results			Jan-March 2009 Quarter Results			Oct 2008-March 2009 Six-Month Results			Planned April June 2009	Life of Project through 2009		
		Planned	Achieved	Percent of Planned	Planned	Achieved	Percent of Planned	Planned	Achieved	Percent of Planned		Planned Life of Project	Cumulative Achieved To Date	Percent of LOP
SO 22: Sustained Improvement in Learning Outcomes (SILO)														
Students with improved skills	Critical Thinking, Achievement, and Problem Solving CAPS Results	---	---	---	---	---	---	---	---	---	Administered April	7% improvement	2007 result under analysis	---
CAPS Test Development	Number of Tests Developed	---	---	---	0	0	0%	---	---	---	9	27	18	67%
CAPS Administered	Number of Tests Administered	0	0	0%	---	---	---	0	0	0%	60,000	97,200	139,800	144%
IR 22.1: Improve the Quality of Teaching and Learning														
Students with improved skills	% of ERP students exhibiting classroom behaviors that reflect the development of problem solving and critical thinking skills based on SCOPE	---	---	---	report due Aug	---	---	---	---	---	report due Aug	3% change	new indicator	---
Teachers with improved skills	% of ERP teachers using reform-based teaching methods – based on SCOPE	---	---	---	report due Aug	---	---	---	---	---	report due Aug	38% change	31% change in 2006	82%
SCOPE Administered	Number of SCOPE Classroom Observations	0	0	0%	1000	1097	110%	1000	1097	110%	0	3,733	1,878	50%
Teacher Professional Development	# of teachers and administrators participating in training activities to improve teaching and learning in schools	250	478	191%	1150	3956	344%	1400	4434	317%	0	8,154	13,095	160%
Teacher Support Systems	# of systems and structures in place to support teachers, including: TLCs, Clusters, LRCs and PDCs *	---	---	---	---	60	---	---	60	---	---	145	new indicator	baseline to be set
Teacher Professional Development	# of teachers and administrators actively using teacher support systems and structures	---	---	---	6000	5455	91%	6000	5455	91%	6,000	50% increase	new indicator	baseline to be set
IR 22.2: Expand Equitable Coverage at K-12 Schools														
Students (Girls/Boys) Completing Primary Education	# of students (girls/boys) who completed their primary education in an ERP supported Community School	---	---	---	---	0	---	---	0	---	---	1,792	redefined indicator	baseline to be set
Girls Scholarships awarded	# of scholarships disbursed through Girls Scholarships committees (168,075 scholarships were actually funded by USAID. The 185,560 scholarship number reflects that the NGOs continued to provide in-kind support via other means, i.e., capacity building)	0	---	---	---	0	---	---	---	---	---	120,000	185,560	155%
Adult Literacy Provision	# of adults enrolled in AEA and AEA-supported CSO Adult Literacy classes in target Idaras	60969	66027	108%	35000	50373	144%	95969	116400	121%	37,900	5,250	new indicator	baseline to be set
Adult Literacy Provision	# of adults completing AEA and AEA-supported CSO Adult Literacy classes in target Idaras	40160	42081	104%	18000	32045	178%	58160	74126	127%	15,250	230	new indicator	baseline to be set
Classrooms designed	# of classrooms designed for construction	---	---	---	---	---	---	---	---	---	---	330	330	100%
Classrooms constructed	# of classrooms constructed and transferred to GAEB	45	74	165%	24	114	475%	69	188	275%	33	264	231	88%

Concept or Purpose	Indicator	Oct-Dec 2008 Quarter Results			Jan-March 2009 Quarter Results			Oct 2008-March 2009 Six-Month Results			Planned April- June 2009	Life of Project through 2009		
		Planned	Achieved	Percent of Planned	Planned	Achieved	Percent of Planned	Planned	Achieved	Percent of Planned		Planned Life of Project	Cumulative Achieved To Date	Percent of LOP
IR 22.3: Strengthen Management & Governance of K-12 Schools														
School Management teams with improved skills	% ERP school management teams using self-evaluation processes and behaviors that reflect the development and spread of the culture of standards-based evaluation-based on MAP	---	---	---	report due Aug	---	---	---	---	---		38% increase	31% increase in 2006	82%
Boards of Trustees expanded	# of new BOTs established	---	---	---	---	---	---	---	---	---	---	1,710	new indicator	baseline to be set
School Report Cards	# Governorates producing School Report Cards	3	3	1	0	---	---	0	0	0	1	7	3	43%
School Report Cards	# schools producing School Report Cards	---	---	---	0	---	---	220	0	0%	6	220	162	---
MOE Capacity Building: Data Collection	Number of Data Collectors and Others Trained	150	0	0%	0	---	---	0	0	0	0	1,000	1,465	147%
Education Management Info System Capacity Building	Number of School Based Statistics Units SBSU Personnel Trained	100	43	43%	0	---	---	100	43	43%	0	700	400	57%

<--- RESULT

Grades 4, 8, 10; Arabic, Science, Math. New tests with 1/3 new test items developed for 07, 08, 09

<--- RESULT

<--- RESULT

*TLC = Teacher Learning Circles LRC = Learning Resource Cntrs PDC = Prof Development Cntrs

<--- RESULT

168,075 scholarships were actually funded by USAID. The 185,560 scholarship number reflects that the NGOs continued to provide in-kind support via other means, i.e., capacity building

redefined to be completed; previously was under construction

<--- RESULT

EDUCATION REFORM PROGRAM (ERP)

QUARTERLY REPORT JANUARY-MARCH 2009

Section C: Accomplishments and overall status

Introduction

This is the 19th Quarterly Report submitted to USAID for the Education Reform Program (ERP), including its contributions toward USAID SO 22. It is also the first such report to be submitted exclusively focusing on ERP/EQUIP 1's scope of work, as opposed to being inclusive of the two ERP program initiatives ERP/EQUIP 1 and ERP/EQUIP 2.

Program Description

The Education Reform Program (ERP) is USAID's response to the Government of Egypt's effort to revitalize the education system and prepare the Egyptian people to compete economically. ERP began as an integrated program working jointly with EQUIP2 (Policy, Systems, Management) to strengthen community participation, professional development, decentralization, standards, and monitoring and evaluation in order to increase the quality of educational outcomes and establish systems and capacity to sustain educational quality outcomes on both the national and local level.

Strategic Objective

From June 2004 through December 2007, ERP/EQUIP1 interventions were organized under three major components: Classrooms and Schools (CAS), Non-Formal Education (NFE), and School Construction (SC). CAS provided direct teacher training and community support to participating preparatory, secondary schools, community, and multi-grade schools in the selected governorates, along with a school-to-work component in technical secondary schools. NFE continued the life-skills training methods of *Toward a New Horizon* and *New Visions* and the early childhood education project, *Alam Simsim*, and included a Girls' Scholarships component. Meanwhile, school construction added schools where needed to help targeted governorates achieve reform goals.

Beginning in October 2007, as CAS and NFE were phased out, ERP/EQUIP1 committed itself to School Based Reform (SBR) a process rooted in recognizing the school as the locus of change through which quality education is achieved. Initiated by USAID and the Ministry of Education (MOE), SBR targets teachers, school leadership and governance structures, communities and parents, and the governmental systems that support schools as prime stakeholders. ERP/EQUIP1 is implementing the SBR strategy through Effective Schools, Adult Literacy, Learning Communications and Information Management, and other SBR support activities. The primary component is Effective Schools which works to achieve a quality learning environment through: 1) skilled and dedicated education professionals, 2) good governance, and 3) the support and participation of committed parents and communities. The Effective Schools component is supported by the Learning Communications and Information Management component which is designed to make inputs sustainable and replicable. Other components at the school and community level have been integrated into the Effective Schools component and help serve the broader goals of the MOE and USAID.

Work Plan Year 5

ERP/EQUIP1's (here after referred to as ERP) 2009/2010 (Year 5) work plan outlines a move away from direct support to schools and communities towards efforts to institutionalize the core aspects of SBR at the district or idarra level of the MOE. ERP has identified four core elements of SBR: competent teachers, community participation and good governance, empowered school leadership and supportive systems. In the coming year, ERP's primary efforts with the MOE will focus on the issue of supportive systems. We will continue some capacity building at the school level, especially as this relates to the development of teachers' professional development systems that potentially can be disseminated beyond the Family of Schools (FOS). Our adult literacy work also will focus on supportive systems by building the planning capacities with the Ministry of Local Development (MOLD) at the governorate level. ERP will end its involvement with school construction and Girls' Scholarships on or before June 30th of this year.

Report's Organization

At USAID's request ERP's Quarterly Report is no longer organized to report on specific program areas but, instead, is now to address progress toward program results as laid out in the Year 5 Work Plan.

Within each of the major sections, listed below, is a narrative on the specific activities completed to address the results identified for each program's objectives. The report begins with a table/matrix laying out ERP's accomplishments toward our PMP and OP objectives. A brief description of the school construction status concludes the report.

Program Objectives

Family of Schools (FOS) is turned over to idarras as models of Effective Schools; ERP continues pursuing their SBR processes with support of their idarras; and ERP SBR models are consolidated and documented for dissemination

Decentralized Adult Literacy planning and implementation are instituted in nine governorates through the Ministry of Local Development and Governorates

Girls' Scholarships and support to One Classroom Schools (OCRs) activities continue in FOS and needy communities in Cairo

Education idarras understand ERP and SBR and provide the needed support to implement SBR

MOE has the capacity to effectively implement core aspects of its strategic plan.

Successful strategies and practices in the area of SBR and institutionalization are captured and shared.

Family of Schools (FOS) is turned over to idarras as models of Effective Schools;

ERP continues pursuing their SBR processes with support of their idarras; and ERP SBR models are consolidated and documented for dissemination

Parental Involvement Guide

A final draft of the user-friendly Parental Involvement (PI) Guide, targeting school leaders and aimed at increasing parental participation in schools, was completed early in this quarter. On February 12, 2009, an orientation meeting for ERP staff was conducted. Step-by-step activities, tips on implementation and the roles of various stakeholders are outlined in the PI Guide. An illustrative list of activities in the guide includes how to organize:

- Open Days
- Parent-Teacher Conferences (Individual)
- Volunteering
- Reading Camps
- Arts and Crafts Days
- Field Trips to local businesses
- Medical Caravans
- Parents Meeting with Teacher (Group)
- Opening Literacy classes for the parents and community members
- Formation of Parents' Clubs

The orientation focused on reviewing and revising the content of the PI Guide and designing the pilot phase over the next six months.

As a result of this workshop, each governorate selected a number of schools (rural and urban, primary and preparatory) to pilot 2-3 activities from the PI Guide. Orientation meetings were then held with the Social Work (SW) Supervisors and leaders of the selected schools on piloting the PI Guide. Action plans have been developed for implementation of the activities. During this quarter, schools have already begun implementing activities from the PI Guide, with high levels of enthusiasm. Results of the pilot phase will be discussed during the fourth quarter of this year.

School Improvement Plans (SIP) Monitoring System

In most all of the FOS, BOT monitoring sub-committees have been formed. These sub-committees are reviewing the progress of implementing the SIPs and report the results to the BOT on a monthly basis. While many BOTs are using the monitoring format developed by ERP, some continue to lag behind and have only infrequent and informal monitoring of their SIPs.

A mid-term review of the progress on SIPs was conducted this quarter. Results of the review highlight progress made on SIPs as well as areas for improvement. For example, in Qena some of the plans' goals and activities needed to be stated more clearly and additional activities needed to be included in the plans to achieve stated objectives. At the same time, resource mobilization plans in many schools were being effectively carried out by BOTs, while in others, particularly in resource constrained environments, these plans were not well articulated or implemented.

Teacher Learning Circles (TLCs)

Minia, Aswan and Qena supported the establishment of eight new TLCs during the past quarter. All governorate teams continued to provide support to the recently formed TLCs (formed in the current academic year) as they developed unit plans for the second academic term. Governorate teams also facilitated exchanges between old and new TLCs as means of building the capacity of the new ones. In particular, the existing TLCs helped to continue support others in facilitation skills and formative assessment with an emphasis on preparing assessment items.

Throughout the past year, the governorate teams have shared the experience of the TLCs more broadly with district officials. As a result of these awareness raising efforts, and perhaps also because teachers share their own experiences, TLCs are now being established in schools outside of the FOS.

School Based Training and Evaluation Units (SBTEU) and Clusters

SBTEUs and clusters continued to implement their training plans during the last three months. The SBTEUs continued to use the results of analysis of the Classroom Observation Form (COF) to update these plans as necessary. Finally, SBTEUs worked with senior teachers to follow up and support teachers in applying the trainings in the classroom. More than 3,500 teachers participated in activities organized at the cluster level during this period.

In Beni Sweif, ERP staff helped the district training unit to organize a training for SBTEU representatives in preparing needs assessment including use of the COF, planning and implementing trainings and measuring the impact of the trainings.

Learning Resource Centers

Teachers continued to actively use the LRCs during the last reporting period. The primary reason teachers used LRCs during this period was to participate in trainings. These trainings included Big Book (see below related to reading and writing), active learning and comprehensive assessment, developing instructional aids, etc. Many teachers also used the centers to develop their own instructional aids. In addition, the centers in Qena and Minia held educational seminars on conducting classroom based action research and how to address the use of physical punishment in the schools. More than 3,000 teachers and other education professionals used the LRCs between January and March 2009.

The teacher membership system used in Alexandria and the close coordination between the LRC staff and schools are yielding very effective results in terms of regular visits by teachers to the LRC in both the East and West Idarras

LRC staff have continued their marketing and promotional efforts. For example, Beni Sweif increased the number of visits to individual schools in order to raise awareness about the center and in Minia an advertisement was placed in the local magazine which is distributed to the schools.

Classroom Observation Form (COF)

ERP governorate staff met with supervisors during the last quarter to analyze the results of completed COF forms from the last term. The outputs from these meetings are being used to update training needs assessments and training plans at the school and district level. In Beni Sweif, the general supervisors also analyzed the results of the COF in order to give feedback to supervisors on how they are carrying out their observations

and therefore how they can better support teachers. In Minia, the District Director has said that supervisors are now only required to complete the COF during their classroom visits as opposed to in the past when they were required to complete a school visit report also. This decision frees them up to focus more on the quality of their interaction with the teacher and the completion of the COF. Finally, in Fayoum, TLC facilitators use the COF to support follow-up of members of the TLCs in the classroom.

Reading and Writing

Reading and Writing Committees

All governorates collaborated with the schools in the FOS and district officials in order to form and/or continue to support reading and writing committees. The primary role of the committee, whether on the school or district level, is to support the schools to identify and carry out activities to improve reading and writing outcomes. Most committee members received an orientation in using phonics to support reading instruction. ERP staff also worked with the committees to develop reading and writing plans linked to SIPs. School level reading and writing committees are supporting early grade teachers to integrate phonics in their teaching and are collaborating with Arabic TLCs and SBTEUs.

Reading and Writing Camps

ERP Qena staff collaborated with primary schools in the FOS to hold a two week mid-year reading and writing camp for more than 900 primary school students. The district reading and writing committee worked closely with ERP staff to support the school level committees to run the camps. Primary school supervisors also actively supported the camps. In addition, CDAs provided facilitators to assist the teachers in the classroom activities and to make home visits, when necessary, to minimize absenteeism. Participant teachers also received a refresher training on the phonetic approach and worked hard to prepare daily lesson plans. Students enthusiastically participated in all activities. The entire experience was an example of the importance of, and the possibilities generated from, collaboration and experience exchange between schools and the community. The schools used their own resources to cover 25% of the costs and the idarra officials were very impressed by this example of community participation.

The Cairo governorate also collaborated with 23 schools, partner NGOs and local CDAs in order to hold mid-year reading camps for more than 1,100 students. Teachers, students, and families and community members all participated actively in helping to make the camp a success. The schools decided to continue the camp activities during free periods and after school in order to maximize improved outcomes.

Big Book Training

During January and February 2009, the Effective Schools team collaborated with each of the governorate offices in order to organize a one day reading and writing workshop in each of the LRCs. The primary objective of the workshops was to provide a short training on the use of the Big Books and related ideas on how to promote shared reading. Another objective was to share with participants the reading and writing video recently produced by ERP and to facilitate a discussion about how similar activities could be carried out in other schools and contexts. Participants in the workshops included classroom teachers, librarians, school principals, SBTEU staff, department supervisors, and idarra officials. Many of these participants are now also members of the recently formed school and district level reading and writing committees.

The training approach used to introduce the Big Books was experiential. Participants were asked to play the role of students and the facilitator played the role of an Arabic classroom teacher or librarian. The facilitator demonstrated guided reading instructional approaches with an emphasis on listening comprehension (using prediction, summarizing and question generating) and reading fluency. The facilitator also integrated techniques of phonetics instruction through the oral reading. In the second session of the Big Book training, participants worked in groups and used simple materials to develop their own Big Book. They chose the themes for the books from learning objectives of a unit they will teach during the second term. Participants shared the tasks of story writing and preparing illustrations for the book. Participants took copies of the books with them and in some cases left other copies as resources for the LRCs.

In the final session of the workshops, participants watched the reading and writing film produced by ERP. They were asked to choose an idea that they could implement in their class or school to improve students' literacy skills and to share the idea with others. By the end of the session, participants were enthusiastic about sharing what they had learned about Big Books and ideas from the video in their own schools and districts.

Decentralized Adult Literacy planning and implementation are instituted in nine governorates through the Ministry of Local Development and Governorates

Development of national planning guidelines for all 29 governorates

During this quarter, ERP worked directly with the Ministry of Local Development (MOLD) and the Adult Education Authority (AEA) to develop a set of national planning guidelines and criteria for assessing the quality of governorate-based plans. During the month of January 2009, ERP facilitated the development of Protocol of Cooperation between AEA and the MOLD outlining the roles and responsibilities of each party during the process of decentralization of adult literacy programming. Key features of this protocol include the following:

- MOLD (and Governorates) will be responsible for developing annual implementation plans, opening literacy classes, paying teachers' salaries, conducting administrative monitoring of classes to ensure that the plans are being implemented, and enrolment is on track.
- AEA will be responsible for national planning for literacy, teacher selection and training, providing classroom supplies and curricula, technical monitoring (for quality), and conducting tests and administering certificates for literacy.

These roles are central feature in the proposed amended Literacy Law currently before the National Shoura Council.

At the same time, as governorates have been asked to develop plans to coincide with the resources they have been given by the Ministry of Finance, ERP worked directly with MOLD and AEA to draft a set of planning guidelines to be discussed during the MOLD's Steering Committee for Adult Literacy. Consequently, these guidelines were approved by the Steering Committee during a meeting held on February 2, 2009, jointly chaired by General. Amr Dessouky and Dr. Raafat Radwan – highlighting the cooperation and collaboration between the two government agencies.

The guidelines, including the need to form multi-stakeholder planning committees and criteria for submission of plans, were distributed to all 29 Governorates during March 2009, each accompanied by a letter signed by H.E. Minister Mahgoub. The letter also introduced ERP as an important resource for Governors to use in developing their plans.

Support to decentralize planning and implementation for adult literacy programs

During this quarter, ERP staff met with Governors and General Secretaries *following* the issuance of the letter from H.E. Minister of the MOLD, Dr. Mahgoub to begin the process of developing decentralized adult literacy plans for nine governorates. ERP staff introduced ERP and its work in Adult Literacy over the past four years. By the end of the quarter, however, only initial steps had been taken to form planning committees in several governorates, while in most only initial introductory meetings with General Secretaries and/or Governors have either taken place or will take place in the coming weeks.

Since the Steering Committee did not meet until early February 2009 and the communiqué to Governors was not sent out until March 10, 2009, Local Units responsible for Adult Literacy were not formed. Consequently, ERP was not able to work directly with the planning Committees or other local units during this quarter.

However, in Beni Sweif, ERP has been facilitating coordinated efforts between AEA and the Local Popular Councils throughout the seven idarras to develop integrated adult literacy plans. As a result, ERP in Beni Sweif has already initiated meetings with the heads of the Popular Councils to introduce them to the new decentralization initiative being led by the MOLD. An Executive Committee has been formed – also in Cairo and in Minia – for adult literacy that will guide the process for developing the governorates' plans.

An Orientation Package for the Planning Committee has been developed by ERP during this quarter and will be introduced to governorates during the next quarter. The Orientation Package includes highly interactive and informative sessions designed to prepare leaders within the governorate, unfamiliar with adult literacy programming, to:

- better understand the trends, facts, causes and consequences of adult illiteracy in Egypt and around the world,
- commit to addressing adult illiteracy in their governorates and in their own communities, and
- be equipped with strategies and approaches to address adult illiteracy in their governorates.

Following the orientation, ERP will support the planning process in all nine governorates during the next quarter.

AEA's ability to support governorate-based implementation for Adult Literacy

Beni Sweif Management Information System (MIS)

By the end of 2008, ERP had designed and installed the Beni Sweif MIS for Adult Literacy. The pilot began during this quarter. The members of the Beni Sweif/AEA Information Center began using the system during this quarter and provided feedback to the designer within ERP about identified problems or desired modifications. These inputs were used to redesign some portions of the system. However, during this period, the computers were infected with several viruses and had to be cleaned in Cairo. This was completed by March 2009. Consequently, during the next quarter, ERP will:

- install the new SQL server HW/SW in AEA Branch in Beni Sweif
- maintain the connectivity between the Client PCs and the SQL Server
- configure and install the EMIS Database on the SQL Server
- install the Current Version of the EMIS Module (Including "Admin , system Configuration , System Basic Data, students personal data, teachers personal and professional data" data entry screens)
- train and observe the admin and data entry AEA employees on the current phase of the system

Community Facilitator Model Documented

ERP's Beni Sweif Reform Initiative completed documenting the experiment of building a community facilitators cadre within AEA/Beni Sweif. A documentary film about the experiment was designed and produced during this quarter. The film covers the period from when community facilitators were initially chosen, the activities conducted to build their capacity, and to identify the best practices that facilitators used to support adult literacy at the local community level. This documentary will be shown to the local units which will now be engaged in developing and implementing Adult Literacy programs in the new decentralization initiative with MOLD.

Learner-Centered Menu Approach

In Beni Sweif, during this quarter, AEA Reform Initiative (RI) collected the curricula and publications that contain messages and information of different partners involved in adult literacy such as the Health Service, Ministry of Agriculture, Veterinarian Service, CSOs, and AEA, etc. A team consisting of a consultant from the Faculty of Education, an AEA consultant, and the AEA RI Technical Manager designed core messages which were reviewed by a World Education advisor. Currently, AEA RI is having Dr. Eid Abdel-Aziz design messages about the menu approach.

Test Administration System Revised

ERP initiated discussions with an international literacy testing expert at World Education in Boston, Dr. John Strucker, and the head of AEA, Dr. Raafat Radwan concerning the testing system for adult literacy in Egypt. Following this discussion, Dr. Strucker developed a concept paper highlighting the need for an Assessment Pilot Project that:

- 1) continues the reform of the existing high stakes Basic Literacy test (including further improvement of test items, administration procedures, and analysis of results); and
- 2) designs and pilots a Literacy Assessment and Monitoring Program (LAMP)-based assessment to be administered to a sample of enrollees completing the Basic Literacy course.

The goal of this two-pronged approach would be the creation of a new “hybrid” Basic Literacy test combining the best elements of the existing test with those LAMP assessments that seem to provide the most useful information about literacy skills to learners themselves, facilitators (teachers), and the national AEA policy makers. The concept paper has been shared with Dr. Raafat Radwan of the AEA and ERP is awaiting further guidance to proceed.

Positive Results

Finally, it should be noted that in Minia enrolment in Adult Literacy classes in the ERP target idarras for the period 2008/2009 (77,822) increased by 46% over the period 2007/2008 (45,040).

Girls’ Scholarships and support to One Classroom Schools (OCRs) activities continue in FOS and needy communities in Cairo

Support activities implemented

Girls Scholarship (GS) support activities such as study rooms, big sister programs, health services, reading and writing classes, transportation to schools, and more, have been implemented by 73 NGOs in eight governorates. The goal of these activities is to improve school performance, ensure regular attendance, raise community awareness of the value of education, and attract recipients to school. To date, there are 69,956 scholarship recipients in 759 primary schools, 397 preparatory schools, 141 secondary schools and 159 multi-grade schools.

For the last two years, a NGO in Fayoum has been advocating to assign a piece of land for the construction of a new school. As it is, the nearest school is five kilometers from the village and children cannot go to school because of the long distance and lack of transportation. This quarter, the land was finally provided by the community and the government agreed to the school's construction.

All GS supported activities were concluded through the end of March 2009 due to the termination of some units of ERP. However, some NGOs developed sustainability plans and will continue implementing various activities, such as study rooms and big sister programs until the end of the current school year and hopefully beyond.

First draft manual

A team of ERP and NGO staff was assigned to combine data from all NGOs implementing the program in order to produce a first draft manual of GS activities and the implementation process. The draft will be finalized in early summer.

GS closure celebrations were held in Fayoum and Sohag and the other six governorates have completed the planning for their closure celebrations which will take place in April, 2009.

Education idarras understand ERP and SBR and provide the needed support to implement SBR

In an effort to institutionalize the School Based Reform (SBR) process, ERP continues to support work with Educational Idarras' TSUs and QAUs in the nine target governorates and other governorates across Egypt to ensure their understanding of SBR and the provision of needed support to schools towards quality improvement.

Central MOE supports the functioning of TSU, QAU, SWD and other entities

ERP continued its efforts with the MOE at the central level to support the decision-making that is necessary for the establishment and functioning of idarra level TSU, QAU, and Social Work (SW) Support Teams. A follow-up meeting was held at the MOE for all of Egypt's governorates' MOE Undersecretaries and their muddiriya level teams in early February 2009. The meeting was aimed at that MOE governorate level leadership to ensure that they understand and are able to support idarra structures and activities related to idarra capacity building to, in turn, support SBR. During the meeting, all undersecretaries reported their governorate's progress towards establishing, supporting and building the capacity of TSUs, QAUs and SW Support Teams. Below are key decisions and agreements made as a result of the meeting:

- TSUs will work with all schools within the idarra after conducting a rapid assessment of all schools to determine the needed level of support.
- The original number of the TSU staff will remain the same (5+1) as long as the number of schools in the idarra does not exceed 125 schools. However, TSU staff should be increased in larger idarras according to the following:

# of schools	# of TSU staff
less than 125 schools	6
126 - 200 schools	9
More than 200 schools	12
More than 300 schools	15

- QAUs number of staff will remain the same (3+1) regardless of the size of the idarra.
- TSUs and QAUs will be trained to train schools on quality improvement, and then the two units will work as a single team to help the first cycle of schools complete their School Self Assessment (SSAs) and SIPs.
- TSUs in the seven governorates will coordinate with Subject supervisors (who have been trained by Master Trainers) to train primary cycle Arabic, Math and Science teachers on comprehensive assessment.

ERP has already submitted to USAID a draft Memorandum of Understanding (MOU) outlining financial and decision-making responsibilities between MOE, ERP, and USAID. The MOU was developed to clarify the MOE's responsibilities and commitments towards the institutionalization of support to the SBR process.

Idarras in Governorates supported by ERP have basic skills and can directly support SBR

During this reporting period, ERP continued the capacity building process for TSUs and QAUs towards enabling these units to provide optimum support to schools and the school improvement process. The main capacity building methodology adopted by ERP towards this end is through an on-the-job training process. Particularly, during this reporting period ERP focused on non-target governorates to ensure that the TSUs in those idarras understand and can carry out their roles and responsibilities. ERP started

to support QAUs in all governorates by including them in visits, meetings, and on-the-job training activities.

Individual visits have been carried out for all idarras in the nine target governorates. During these visits TSUs and QAUs received on-the-job support to develop their plans and budgets to work with schools. TSUs in the nine target governorates have focused on supporting schools to complete SSAs and develop SIPs. They facilitated cross visits between schools and encouraged schools to learn about some SBR models being implemented in FOS such as the Reading and Writing model. However, some TSUs under pressure to focus on schools that were selected as the first category of schools to apply for accreditation were not able to reach other schools in their idarras or provide equal support and attention to these other schools. In their visits to the FOS, one of the FOS idarra TSUs distributed a form to collect FOS' needs to implement SIP activities. TSUs will use these data to develop a plan to coordinate assistance and support to the FOS' SIPs.

Idarra Social Work Departments able to support BOTs towards achieving SBR

BOT Support Team Training of Trainers (TOT)

In all nine governorates, BOT support teams have been formed in 83 Idarras. Each team has been formed with five members, comprised of Social Work Supervisors and/or school-based social workers. Their role is to train school-based social workers to activate BOTs. All BOT support teams' members (415) were directly trained by ERP using the MOE's Social Worker Procedures Manual developed by ERP and STEPS II in close coordination with the MOE. Training of Trainers (TOT) packages were developed by ERP for each of the units in the Manual. TOTs on Roles and Responsibilities (of BOTs), Resource Mobilization, and Capacity Building of BOTs have been conducted by ERP staff for all BOT support teams. Limited facilitation skill training was also conducted, but additional skill building in this area is needed.

Plans to train school-social workers have either begun or were in the planning phase during this quarter. In many cases, social workers have already received training and are working directly with BOTs to build their capacity in non-ERP FOS. On-the-job training for BOT Support Teams was also conducted. Several cross-visits to the FOS BOTs in Fayoum were conducted with selected BOT support teams within the governorate to benefit from the experiences of school-social workers who have been working with BOTs since the beginning of ERP.

Meetings were held in all governorates with the General Supervisor of the Social Work Department to review progress to date with the BOT support teams and to discuss the need for a monitoring system, including the formation of committees. Mr. Ahmed Hashim, Ministerial Advisor for the Social Work Department attended several of these meetings in Minia, Beni Sweif and Alexandria. Monitoring Committees have been formed at both the muddiriya and idarra levels to ensure that the BOT support teams are implementing their plans and that school-based social workers are being trained in the units of the Manual.

Quarterly Meetings with Social Work Department

As planned, on February 3-4, 2009 a central meeting was held with the heads of the Social Work Department at the national level. Participants included:

- The MOE Social Work Department Advisor

- General Social Work Supervisors from the nine governorates
- Idarra level representatives of senior SW Supervisors and BOT Support Teams
- ERP staff from the seven governorates

The purpose of the meeting was to share experience among the nine governorates regarding the formation and training of the BOT Support Teams, identify common issues and challenges, discuss the need for a monitoring system for the implementation of the strategy, and agree on the next steps to be taken. As a result of the meeting, each governorate submitted a written report and collective plan to the MOE SW Advisor. The roles of the BOT Support Teams and other idarra SW Supervisors were clarified and the need for muddiriya and idarra monitoring committees was agreed. Finally, the general outline of the monitoring and reporting system was confirmed.

Performance Indicators – Monitoring Reports

An initial draft set of performance indicators was developed during this quarter. However, upon further review and in discussions with the Social Work Department at the national level, a revised system was developed as part of a monitoring system. The monitoring system starts at the school level and contains both qualitative and quantitative information, including reporting on certain indicators such as the number of social workers trained, BOT members trained, resources mobilized, etc. This draft monitoring report is currently being reviewed by both ERP and the SW department at the governorate level.

External Master Trainers and Supervisors training

During the past quarter, as had been planned, more than 2,500 primary school supervisors in Arabic, Math, Science for Grades 1-3 participated in the training of trainer events in active learning and comprehensive assessment in the seven ERP supported governorates. The supervisors who participated in the trainings and TSU members who helped to support the training events reported satisfaction with the training approach and materials. In particular, they appreciated that the training approach emphasized modeling of the active learning concepts being taught. They also valued the fact that the skills and concepts emphasized in the training were done in a way which built on the textbooks and the teaching calendar.

In general, district and governorate level officials provided strong support to the implementation of these trainings. They participated in planning sessions, motivated the supervisors to participate actively, and supported opening and closing events which emphasized the importance of the training. The district training units were particularly supportive throughout the process. There were, however, certain challenges along the way which were not completely resolved and will need to be addressed as the TSUs work with the trained supervisors to plan for and deliver the training to the primary school teachers. In some limited cases, the TSUs were unable to identify the most appropriate training venues and had difficulty supplying the necessary materials, such as flipcharts and markers, for conducting the training. ERP staff are working with TSUs to try to ensure that all requirements will be in place when the supervisors train the teachers.

The TSUs in the seven governorates have developed plans for deploying the trained supervisors to train the primary school teachers in active learning and comprehensive assessment. In four of the governorates, the supervisors have already begun the training and approximately 6,500 were trained by the end of March 2009. ERP staff have worked closely with the TSU staff in order to help them develop these plans and to

identify creative ways to overcome potential challenges. For example, in some cases, the TSUs are organizing the training of senior teachers who can then collaborate with supervisors and SBTEUs staff to implement trainings at the school level. In other cases, the trainings are being scheduled in four, two-day phases to minimize the teacher's time away from school. In other cases, trainings will happen in June just after the end of the school year. The expectation is that the majority of primary school teachers will be trained by the end of June 2009 as planned.

ERP also carried out visits to all other governorates. During these visits, meetings were held with Undersecretaries, Idarra Heads, Muddiriyas' level coordination teams and TSUs and QAUs. Meetings have focused mainly on providing orientation on basic concepts of SBR, clarifying roles and responsibilities of TSUs and QAUs for supporting the implementation of SBR, and developing action plans and budgets to carry out their responsibilities. Results of ERP's support during these visits and meetings were reported by undersecretaries in their meeting in early February 2009.

By the end of this reporting period, TSUs and QAUs in some idarras are not yet fully established with full time staff and some do not yet have the office space or the needed facilities. These cases were communicated to the MOE at the central level in order to take the needed action to ensure that all TSUs and QAUs are receiving the needed support to allow them fulfill their responsibilities.

Following the undersecretaries' meeting in early February 2009, all TSUs and QAUs have been supported by ERP (through visits and direct training) to understand and plan how to conduct school categorization. Except for the governorate of South Sinai, school categorization was conducted in all idarras in all governorates by the end of the quarter. Results of this categorization process will enable TSUs and QAUs in the next quarter to plan for training and technical support process to enable schools start pursuing their own SIPs by conducting their SSAs and developing and implementing their SIPs.

MOE has the capacity to effectively implement core aspects of its strategic plan.

Textbook Bid

Textbook provision, including authorship, printing and publishing, in Math, English, and Science, is based on a transparent competition among private providers in three governorates, as evidenced by full and open competitions, with no restriction to private sector participation.

Background: ERP/E1 has been providing technical assistance to the MOE toward meeting the Benchmark 3.2. Since February of 2008, an international expert in the area of textbook development and procurement, Dr. Alfonso Felix de Guzman, was hired and has work directly with Dr. Hassan and Dr. Reda as well as members of the Program Planning and Monitoring Unit (PPMU) to design a procurement process, a set of standards, a time frame covering the steps that must take place between the lease of the bid and the actual procurement, and the development of the official procurement document. ERP/E1 also provided support to the MOE to develop a set of content criteria based on international best practices and the MOE curriculum standards. This support was done by identifying international expertise in the area of Science, Math, and English and working with members of the MOE Curriculum department, to identify the criteria to be included in the eventual bid.

Activities during January –March 2009:

Dr. de Guzman returned to Cairo in early February to review progress to date and the development of the bidding documents, as well as to establish a new timeline for the bidding process, as the MOE, had not been able to release the bid on the previously agreed date – on or before January 30, 2009. As a result, a new 22 week timetable targeting early mid-March as the new deadline was determined, after which a pre-bidding conference was to be held on or about April 12, 2009. At the time of the writing of this report, the bid has not been released, nor has a deadline been set for its release. Consequently, though Dr. de Guzman was scheduled to return in late April for a pre-bidding conference. ERP cannot guarantee his availability for the pre-bidding conference at this time. Another consequence of the delay is that the deadline for awarding the contract will have to be extended if the Benchmark is to be met. The issue of the extension and what measures need to be taken to get the bid released is now in the hands of the CTO. A copy of the technical notes of Dr. de Guzman's February consultancy is attached.

Development of new MOE Comprehensive Assessment System

AIR staff member, Ms. Michelle Chen, an education assessment specialist, supported ERP to develop a set of recommendations to the MOE in regard to the way that the current decrees, which support the MOE system of Comprehensive Assessment, could be improved and simplified. The consultancy took place between January 25 – February 2, 2009.

The technical work involved completing four major tasks:

- Review relevant documents available in English such as MOE decrees related to Comprehensive Educational Assessment System (CEAS), CEAS research studies, MOE training materials, national standards, etc.
- Attend meetings with key officials (at the MOE and other education institutions) who have knowledge of the goals and historical background of CEAS
- Discuss the implementation of CEAS with teachers, principals, supervisors, and implementing partners
- Present observations and initial recommendations to the MOE

Ms. Chen spent two days meeting with the following education officials in Cairo:

- Dr. Reda Abou Serie—Deputy to the Minister
- Dr. Hassan Bilawi—Advisor to the Minister
- Dr. Amin Abo Bakr—Director for Basic Education
- Three members of Dr. Amin's Basic Education staff
- Dr. Hussein Bashir Mahmoud—Professor, Cairo University
- Dr. Naguib Khouzam—Director of the National Center for Examinations and Educational Evaluation (NCEEE)
- Dr. Naima Hassan—Head of Research at NCEEE

Ms. Chen also spent one day meeting with ERP staff to learn about ongoing project support to schools implementing CEAS. She then spent another day meeting with 22 teachers and supervisors in Fayoum and yet another day meeting with teachers, a principal, and supervisors at one primary school in Beni Sweif. After consolidating her findings from discussions with policy level officials as well as teachers, principals, supervisors, and implementing partners, she presented her findings and initial recommendations to the MOE, NCEEE, USAID, and ERP officials.

During discussions at the MOE, Dr. Reda and Dr. Hassan asked that the work of the AIR consultant focus on finding ways to simplify portfolio assessment for teachers, students, and parents, especially with regard to scoring. They highlighted seven goals that guided the MOE in developing CEAS. On her final day, Ms. Chen made a power point presentation to Drs. Reda and Hassan and a variety of members of the Central Department of Basic Education outlining her recommendations. Her final report is currently being translated into Arabic. Once that is completed ERP/E1's COP will hold discussions with the MOE as to which, if any, of the recommendations they are interested in pursuing. Depending on that response ERP is in a position, to a limited extent, to support the MOE in the implementation process.

NCEEE's capacity to use Standardized National Assessments of Learning Outcomes

Because a date or system for the collection of CAPS data for 2008 has not been established, ERP/E1 has not provided technical assistance to NCEEE to be able to support this process. ERP is currently discussing with NCEEE how this support can be provided between now and the end of June.

Agreement with MOE regarding Central and Muddiriya Level of M&E Responsibility

No final decision has been made at this stage. Discussions on this issue needs to occur with the MOE in the near future.

Professional Academy for Teachers (PAT) capacity to implement Strategic Framework

Developing a plan for supporting the Professional Academy for Teachers (PAT)

In February 2009, two expatriate consultants conducted a needs assessment study to identify and prioritize the areas where ERP can provide support to PAT. The consultants examined previously developed PAT related documents and conducted focus group discussions with relevant stakeholders including assistant teachers, supervisors, training providers from the Ministry and the private sector, key Ministry officials, and PAT directors.

The consultants prepared a report with the findings of the study and a prioritized list of needs for the PAT including estimated cost. The report was used by a PAT Technical Advisor to develop a detailed implementation plan that was shared with and approved by the MOE and PAT Directors.

Developing a manual for certification of professional development services

During the planning stage and as a no cost technical support, a PAT Technical Advisor facilitated the work of a task force that was created by PAT to develop a manual for professional development certification. The task force prepared a general outline of the manual and a draft rubric for certifying training centers.

Successful strategies and practices in the area of SBR and institutionalization are captured and shared.

The primary purpose of the Communications Unit is to enable ERP and its MOE partners to understand and present the School Based Reform (SBR) strategy and concepts in a uniform way. The unit also focuses on helping ERP and its MOE partners gather, analyze, and manage program related data in the management of schools, MOE support activities, and the ERP program itself.

Changes in unit role

The unit name has just been changed to include data management activities in the field offices and main office, covering event reporting, IS management at the field level, and other data management related activities. In addition, it will continue to be responsible for handling all communication-related activities in the field and main office.

Document Management System

During the quarter, the Communications Unit submitted the second set of documents produced by the project to AIR. These documents are essential to meeting contractual obligations. An AIR consultant plans to visit Cairo during the coming quarter to work closely with the Communications Unit on reviewing documentation processes and requirements.

Events and School Openings

The Communications Unit planned and organized a two day workshop for SCOPE and a similar one for MAP in Ismailia. Facilitators from ERP and other projects (TILO and GILO) oriented approximately 240 MOE participants from Cairo and other governorates about data collection using SCOPE and MAP tools.

In Minia, the Kassem Amin Preparatory School for Girls opening took place on February 1, 2009. It was attended by HE, the USA Ambassador to Egypt, the Minia Governor, MOE officials, and USAID representatives. Attendees provided promotional material as well as banners and inauguration plaques that co-branded the events between USAID and the MOE.

Producing Tools for Use: Early Reading and Writing Film

500 copies of the final, subtitled version have been printed. Copies have been distributed to the governorate offices, AIR, partners and stakeholders. The film received high praise from both technical staff and partners and is expected to be a very useful tool for demonstrating different methods that can be used by teachers to improve reading and writing skills for students, especially those with reading and writing problems.

This quarter we are working on the production of two manuals on CDs for the CP & AL department, and providing support to our partners in the production of a handbook documenting the Girls Scholarship experience. USAID branding is ensured on all tools, materials, etc.

On-Going communication support

The Unit continues to provide communication support to different departments with the on-going responsibility for the quarterly report, AIR M&M chart, and USAID quarter highlights in addition to providing material for various AIR publications (e.g. *Just in Time*).

Data collectors for SCOPE and MAP trained, data collected

Standards Based Classroom Observation Protocol for Egypt (SCOPE)

SCOPE is a study designed to assess teacher employment of practices that are characteristic of the standards and reform-based teaching methods outlined in the National Standards for Education in Egypt (Vol. I). It also measures student behaviors that reflect the development of problem-solving and critical thinking skills.

Early during January and February 2009, preparation for the SCOPE implementation took place in coordination with USAID and other programs' M&E staff, i.e., GILO and TILO. Representatives of the three programs met on regular bases with the USAID representative to finalize a unified SCOPE tool and plan for training of the data collectors and the schedule for the field implementation.

This quarter witnessed the fifth implementation of the SCOPE study. On February 23 – 25, 2009, a refresher training course was conducted for SCOPE data collectors. A total number of 135 individuals attended the training. Participants included selected MOE supervisors of Arabic, English, Math, Science, and Social Studies from the seven ERP target governorates; and ERP staff members responsible for coordinating the study implementation at the governorates level.

During March 2009, trained supervisors conducted classroom observations - using SCOPE - for about 1,300 teachers in the seven ERP target governorates. This number included a representative sample of teachers working in ERP and NSP supported schools, in addition to a randomly selected comparison group of teachers within the seven target governorates. The data collection process was completed successfully in all governorates. Next steps will include reviewing the forms, cleaning data and data entry in the next quarter. The clean data files are expected to be ready and delivered to USAID by early June 2009.

Management Assessment Protocol (MAP)

The Management Assessment Protocol (MAP) is a standards-based approach for evaluating the school management system in light of the National Standards for Education in Egypt. The MAP study tool is comprised of 22 evaluation items, which cover the four sub-domains of the National Standards for Management Excellence: Institutional Culture, Participation, Professionalism, and Change Management.

During February 2009, a two day orientation was conducted for the MAP data collectors in Ismailia Educational Center. Participants in the workshop included selected M&E staff from the Central Monitoring Department of the General Education Sector. The trainers consisted of three senior staff members from the Monitoring Department.

Immediately following the training, the data collection process started in the seven target governorates. Teams of two monitors, one from the central monitoring department and another from the local monitoring department at the muddiriya and idarra levels, visited schools to collect the necessary data. The overall sample structure for MAP included all ERP, NSP schools, and comparison group of schools within ERP target governorates. It is expected that all MAP data cleaning and data entry processes will be completed by the end of May, 2009.

School Construction (SC)

Promote low cost, innovative school designs, and reduce student density in our FOS

In the last quarter, one school in Aswan (January 2009) and one in Fayoum (March 2009), were completed, fully furnished, inspected by USAID and GOE officials, and handed over to their educational department for operations. This brings the total number of completed schools, to ten (231 classrooms) from our overall scope of 11 schools (264 classrooms).

The only school remaining under construction is Marg's Moa'ssasa Ekabia School. Moa'ssasa Ekabia Primary School is ahead of schedule. It will have 33 classrooms. Construction was begun in April 2008 with an expected completion in early summer 2009, in order to be ready for the school year 2009/10. As of March 31, 2009, the contractor had started constructing the surrounding walls, digging for the cesspit sewage tanks, painting the exterior and parts of the interior, laying floor tiles and providing other finishing items.

As in previous quarters, ERP will continue to use the school openings and cornerstone events as opportunities to share innovative ERP school and furniture designs.

Acronyms/Abbreviations

AEA	Adult Education Authority
AIR	American Institutes for Research
APEAL	Access to Primary Education And Literacy Project
AUB	American University in Beirut
AUC	American University in Cairo
AWP	Annual Work Plan
BOT	Boards of Trustees
CAI	Central Administration for Inspection
CAP	Comprehensive Assessment Plan
CAPS	Critical Thinking, Achievement, and Problem Solving Test
CARE	Cooperative for Assistance and Relief Everywhere
CAS	Classrooms and Schools
CD	Community Development
CDA	Community Development Associations
CDIST	Central Division for In-Service Training (MOE)
CEAS	Comprehensive Educational Assessment System
CEDPA	Center for Development and Population Activities
CID	Community Institutions Development
CIDA	Canadian International Development Agency
CLC	Community Learning Center
CMGS	Community-Managed Girls' Scholarships
COD	Community Organization and Development
COF	Classroom Observation Form
COI	Classroom Observation Instrument
Com.M	Community Mobilization
COP	Chief of Party
CP	Community Participation
CPST	Community Participation Support Team
CSOs	Civil Society Organizations
CTO	Cognizant Technical Officer
CTPS	Critical Thinking and Problem Solving Skills
EAC	Education Advisory Councils
ECDE	Early Childhood Development Education
ECE	Early Childhood Education
ECEEP	Early Childhood Education Enhancement Program
ECER	Executive Committee of Education Reform
ECHD	Early Childhood Development
EDC	Education Development Center
EEP	Education Enhancement Program
EM	Education Management

EMIS	Education Management Information System
ERP	Education Reform Program
ERS	Education Reform Support
ES	Effective Schools
FA	Financial Assessment
FOA	Faculties of Arts
FOE	Faculties of Education
FOEP	Faculties of Education Program
FOER	Faculties of Education Reform
FOS	Family of Schools
GAEB	General Authority for Education Buildings
GDISC	General Department for Information System and Computer
GEAC	Governorate Education Advisory Committee
GERN	Governors Education Reform Network
GOE	Government of Egypt
GS	Girls Scholarships
IBRD	International Bank for Reconstruction and Development
ICT	Information Communication Technology
IG	Inspector General
IL	Integrated Literacy
INSET	In-Service Educational Training
IT	Information Technology
IS	Information Systems
ISD	Instructional System Development
KG	Kindergarten
LAMP	Literacy Assessment and Monitoring Program
LRC	Learning Resource Centers
LPC	Local Popular Council
LPC- EC	Local Popular Council- Education Committee
M&E	Monitoring and Evaluation
MA	Management Assessment
MAP	Management Assessment Protocol
MENA	Middle East and North Africa
MG	Multi-Grade Classes
MIS	Management Information Systems
MISA	Ministry of Insurance and Social Affairs
MLAD	Ministry of Local Administration and Development
MOE	Ministry of Education
MOF	Ministry of Finance
MOHE	Ministry of Higher Education
MOLD	Ministry of State for Local Development
MOU	Memorandum of Understanding
MSAD	Ministry of State for Administrative Development
MSLD	Ministry of State for Local Development
MSS	Ministry of Social Solidarity
NCEEE	National Center for Examinations and Educational Evaluation
NCERD	National Center for Education and Research Development
NDP	National Democratic Party
NFE	Non-Formal Education
NGOs	Non-Governmental Organizations
NH	New Horizons

NSC	National Standards Committee
NSP	New Schools Program
OCR	One-Classroom Schools
OP	Operational Plan
PAT	Professional Academy for Teachers
PD	Professional Development
PI	Parental Involvement Guide
PMC	Project Management Committee
PNGO	Partner Non-Governmental Organizations
PPMU	Program Planning and Monitoring Unit (MOE)
PSEP	Public Service Excellence Program
PSPU	Policy and Strategic Planning Unit of MOE at Governorate and Central Levels
PTC	Parent Teacher Councils
RFP	Request for Proposal
RI	Reform Initiative
SBR	School-Based Reform
SBTEU	School-Based Training and Evaluation Unit
SBTU	School-Based Training Units
SC	School Construction
SCOPE	Standards-Based Observation Protocol for Egypt
SEEP	Secondary Education Enhancement Program (World Bank)
SFD	Social Fund for Development
SG	School Governance
SIM	Supplementary Instructional Materials
SIP	School Improvement Plans
SME	Subject Matter Supervisor for Elementary Stage
SMS	School Management Systems
SO	Strategic Objective
SPAT	Strategic Planning Advisory Team
SPSS	Statistical Package for Social Sciences
SQL	Sequential Query Language
SRC	School Report Card
SSAs	School Self Assessment
START	Strategic Technical Assistance for Results with Training
STEAP	School-Team Excellence Awards Program
STEPS II	Support to Egyptian Primary Schooling II (CIDA-funded project that works on education quality in the primary stage of education)
SW	Social Worker
SWOT	Strengths, Weakness, Opportunities, and Threats
SWS	Social Work Supervisors
TA	Technical Advice
TORs	Terms Of References
TOT	Training of Trainers
UNDP	United Nations Development Program
UNESCO	United Nations Education, Scientific, and Cultural Organization
UNICEF	United Nations Children's Fund
USAID	United States Agency for International Development
WASC	Western Association of Schools and Colleges



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من الشعب الأمريكي

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